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ABSTRACT

The report is presented by the Council for Cultural Cooperation (CCC) of the Council of Europe to inform member countries and persons concerned with European education of Council activities during 1975. It contains an analytical survey of the Council's cultural program and its adaptation to educational needs in European countries since 1961. The report's contents include the following: (1) trends in language and vocational education on the secondary level and merging of primary and preschool teacher training; (2) recognition of degrees between countries in post-secondary education; (3) problems and prospects in adult education, particularly in areas of training adult educators and teaching modern languages to adults; (4) a European documentation and information system for education; (5) cultural democracy; and (6) unemployment and social alienation of youth. The appendix, which comprises the bulk of the report, includes a list of symposia sponsored by the Council in 1975, a list of cultural and educational reports published by the Council recently, estimated expenditures of the Council in 1975, and a balance sheet as of December 1975. (Author/DB)

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Annual Report 1975 of the Council for Cultural Co-operation

and Cultural Fund

S0010409

Council of Europe
Strasbourg
1977

The present report was drawn up by the Council for Cultural Co-operation in application of Article V (4) of the Statute of the Cultural Fund, which stipulates that the Council "shall transmit an annual report on its activities to the Committee of Ministers, who shall communicate it to the Consultative Assembly".

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CONTENTS

Page

Introduction 7

Education and cultural development

I. School education 9

II. Higher education 13

III. Out-of-school education 15

IV. A European information system 16

V. Cultural democracy 18

VI. Youth 20

Appendices

Appendix A: List of symposia organised in 1975 by the Directorate of Education and of Scientific Affairs 23

Appendix B: Reports, publications and material for display 25

Appendix C: Programme financed by the Cultural Fund in 1975 . . 49

Appendix D: Balance sheet at 31 December 1975 57

INTRODUCTION

In fulfilment of its function, which is to implement the whole of the Council of Europe's cultural programme, the Council for Cultural Co-operation has constantly adapted to new needs in the field of education and culture.

In the fourteen years of the CCC's existence many changes have taken place both in the components of its programme and in its working structures. In 1975, when the Committee of Ministers decided to draw up a medium-term plan for the Council of Europe for the period 1976–80, the CCC, in making its own contribution to it, endeavoured to make co-operation more effective by seeking to intensify its action, by establishing an order of priority in its projects, by carefully supervising their execution and clearly defining their field of application.

In May 1975 a working party was appointed to draft this plan. It was thus that the CCC submitted to the Committee of Ministers a plan limited to twelve objectives for the first 5-year period covering:

- Education (four main objectives)
- Culture (six objectives)
- Sport for all (two objectives).

Simultaneously, the CCC pursued, in 1975, the activities already prescribed in the programme or under study by the committees of experts assisting it.

During the same period the Permanent Conference of Ministers of Education held its 9th Session in Stockholm from 10 to 12 June. The CCC found in that conference an important source of inspiration for the preparation of its programme.

The concept of permanent education, adopted by the CCC as long ago as 1967, establishes as the basis for education the individual's rights in a democratic society. For education, this means far-reaching changes in content, structures, organisation and methods, and a transformation of society and the realisation of equal opportunities, autonomy, personal fulfilment, the full development of capacity, both individual and social, maximum utilisation of resources and a better quality of life. The principal objective of the action of the Council of Europe in this sphere is to promote this integrated educational policy throughout the member countries.

EDUCATION AND CULTURAL DEVELOPMENT

I. School education

The pre-school education project, initiated early in 1975, is aimed mainly at finding an answer to the following problems: what aims and what structure should be given to pre-school education so as to maintain the indispensable link between it and primary education. A symposium held at Versailles in November 1975 issued recommendations advocating as flexible a transition as possible between the two educational stages, uniform training for pre-school and primary teachers and a single ministry for pre-school and primary education. And then, what compensatory role can pre-school education play in alleviating the particular difficulties experienced by deprived children – those disadvantaged from the socio-cultural point of view (children living in sparsely populated areas) or mentally retarded or physically handicapped children? Four case studies, prepared in 1975, will propose solutions to these delicate problems.

To analyse, assess and encourage experiments and reforms aimed at ensuring more effective educational systems for the 16–19 age-group: such is the objective of a plan implemented in response to the wish expressed by the European Ministers of Education at Berne in 1973. What are the needs of the 16–19 age-group? A collection of texts from fifteen CCC member states outline the national replies. Independent work by pupils is the theme of a new project aimed at defining the most appropriate educational methods for this age-group; an inter-disciplinary approach is adopted towards curriculum planning in accordance with a ministerial recommendation on subject decompartmentalisation "so as to make pupils aware of the interpenetration of knowledge in everyday life". A meeting of experts revealed a general tendency in favour of an inter-disciplinary approach to the teaching of

The compensatory role of pre-school education from the socio-cultural point of view

the human sciences in secondary education, despite the difficulties involved, which were due largely to the lack of appropriate training for teachers of these subjects.

Technical and vocational education forms part of an economico-social system and can be studied and understood only as a component of that system. This was borne out by the symposium on mobility held at Montreux in October 1975, at which the employment situation was constantly considered in terms of educational and training objectives. A symposium on agricultural training held at Newport in September 1975 showed that the "agricultural" character of the training did not in any way alter the basic problems, which remain those of technical education in general: safeguarding of a general education, relations with the production sector, basic training and specialisation.

In pursuance of the recommendations adopted by the ad hoc Conference of the European Ministers of Education on the education of migrant workers' children in November 1974, a meeting of experts examining the possibility of developing special complementary

curricula for migrant workers' children thought it premature for the Council of Europe to try and establish a model curriculum for these children. They agreed on the following priorities: training of teachers for a multi-cultural, multi-national and multi-racial society; information for parents (migrants) on the educational opportunities available for their children . . . The school record-card approved by the CCC will be available to member states in 1976.

The programme for the co-production of educational media was continued in 1975 by the planning or production of films on geography, physics, biology, and teacher training.

As regards in-service training for teachers, the Committee for General and Technical Education pursued its efforts to assemble and pool the findings of experiments and information relating to the reform of training courses and the new methods employed. In 1975 the grants scheme for teachers once again enabled over 300 teachers to attend courses held in several member states.

The modern languages programme comprises two main complementary parts, the first on modern languages in primary education, for which a preparatory meeting was held to draw up a programme for the symposium to be held in 1976, and the second on the extension of the threshold-level to school education. At a meeting on the teaching of the language of the host country to migrant workers' children it was decided to apply, after the necessary alterations, the European unit-credit system for the teaching of modern languages to adults.

II. Higher education

"Equivalence of diplomas" has become a key-word for those who are pursuing their studies in Europe, but not exclusively in their own country, and are anxious for information regarding recognition of periods of study spent abroad. To improve the present system the Committee of Ministers recommended the creation of national centres

for information on equivalence: such centres are in operation in Spain, the United Kingdom, Sweden, Malta, the Netherlands, the Federal Republic of Germany and Italy; similar functions are also being exercised by the Ministries of Education in Cyprus, Finland, Austria, France, Iceland and Denmark. Australia intends joining this network of centres.

The work of the CCC on the equivalence of diplomas has been in progress for some time, but there are so many problems involved in adopting measures designed to make this equivalence a reality, particularly with regard to the standard of knowledge to be acquired in a particular course of study, that progress in this field is gradual, and sometimes only possible on a subject by subject basis. Thus in 1975 a set of principles on the standards to be reached in medicine and pharmacy was proposed by several groups of experts.

Guidelines for the application of the European Convention on the Equivalence of Diplomas leading to Admission to Universities were defined in a declaration. Moreover, with regard to admission to post-secondary education it was specified that the application of a *numerus clausus* should not result in the total exclusion of foreign students.

In pursuance of Recommendation 762 of the Assembly (October 1975), the CCC was invited by the Committee of Ministers to give high priority to debates on the future structure of post-secondary education and in particular to study the role and application of assessment procedures in tertiary education; to continue its work towards the removal of administrative and legislative obstacles to the mutual recognition of degrees and diplomas and to mobility; to intensify its information programme on the various existing courses and, finally, to review the Council of Europe conventions on the recognition of diplomas with a view to their more meaningful implementation.

Curriculum reform and development is another major project, involving the preparation of a European register of selected curriculum reform experiments and a series of analyses by groups of experts on special subjects (architecture, environment, biology, social work and engineering).

In this context, mention should be made of the "special mobility project", involving thirteen states, aimed at increasing information on

the mobility in Europe of post-secondary students, teachers and researchers and removing such legal, administrative and other obstacles to mobility as still exist. This project will be completed in 1976, and will result in the publication of the first volume of the European register.

Finally, the situation of modern language assistants abroad was also studied and might serve as a model for other categories of university staff.

III. Out-of-school education

Practical proposals are due to be submitted to governments in 1978 about the organisation, content and methods of adult education, the aim being its integration within a system of permanent education. To this end, a colloquy was held in Lillehammer, Norway, attended by decision-takers and representatives of trade unions and employers, at which consideration was given to the various facets, both good and bad, of the trend towards self-management of adult education currently observable in numerous experiments in Europe. This provided evidence of the need to maintain a constant link between education and the socio-cultural and occupational context, recourse to assisted self-education, and the relative decentralisation of educational systems for adults.

One aspect to which particular attention was devoted in 1975 was the question of training of adult educators. A European symposium was held in Sienna in November in this connection, concerned with "Training for future roles of workers in the education of adults". The objectives of this meeting, which was a part of the project on initial and refresher training of adult educators, were to examine the main outlines of a common concept and draft recommendations on the organisation, content and methods of training for adult educators. The

symposium revealed the necessity of establishing co-operation in different areas of the training of socio-cultural animateurs and teachers in adult education, and of using the services of full-time teachers but also, and in a considerable proportion, part-time teachers. A further conclusion was that it was desirable to establish a common core for the training of all adult educators and to guarantee greater coherence between the status and role of adult educators and the form and requirements of their training.

A series of studies has been carried out concerned with modern language learning by adults, where the aim is to bring down language barriers throughout Europe by means of a personal approach to the learning of a language. Work is going on, accordingly, with the elaboration of a "European unit-credit system of language learning", and the "threshold-level" of the minimum general knowledge needed in order to communicate in a foreign language has been defined. In 1975 the definition was published in English, and by the end of 1976 French, German and Spanish versions will be ready.

In the field of educational technology, lastly, the Bakkerne (Denmark) colloquy marked the end of the stage in which the practical scope for European co-operation in the development of multi-media educational systems has been investigated. The first of a series of three workshops took place in the autumn of 1975 in Strasbourg, for the purpose of looking critically at educational technology and putting forward models for educational action using media, methods and approaches that are geared to the concept of permanent education.

IV. A European information system

The countries of Europe are faced with educational problems presenting a considerable degree of similarity, and the reforms that have made it possible to improve teaching in one country are suitable for adaption and use in other countries; this being so, work has been going on since late 1974 on the establishment of a European centre for the pooling of ideas and experience, the proposal for which goes back a good many years. When completed, this will be a Council of Europe realisation under the EUDISED project (European Documentation and Information System for Education).

This is no more nor less than the collection of the most significant research projects and realisations, the most valued audio-visual material, the most valuable educational publications, and the possibility of access to that material by means of a computer.

The EUDISED project began in 1968–69, and one result has been the publication of a multilingual thesaurus of 2 800 descriptors which came out in 1973 in English, French and German. Spanish, Dutch and Italian versions are currently being prepared, and 1976 will see the publication of the thesaurus in Spanish and Dutch.

A preliminary experiment was carried out in 1974–75, with a report on 220 educational research and development projects, selected from ten member countries, which were then computerised and published *(EUDISED Research and Development Bulletin,* 1975 experimental issue). The experiment will continue in 1976 with some 2 000 projects and in a final stage it will become entirely general, taking in the whole field of educational research and development throughout Europe.

Experiments of the same kind are in progress (1975–76) with the exchange of information, audio-visual materials and publication of periodicals. As these last-mentioned experiments are extended on a general scale, the common foundation of data for the EUDISED system will cover three of the most significant fields, namely research, audio-visual material and periodicals. Already its extension to other areas is in view.

Since the end of 1974 this project has been carried out with the co-operation of the Commission of the European Communities. The Communities are to be responsible for the technical development work, which is essential if the EUDISED system is to be integrated in the network of information systems springing up in Europe, while the Council of Europe is to be responsible for co-ordination and planning.

V. Cultural democracy

In cultural matters, the CCC's policy aims to give everybody the opportunity to be creative and every culture the opportunity to expone itself, i.e. what has been called "cultural democracy".

A symposium was held in Brussels in June 1975, with the theme "Environment and the quality of life", at which the aim was to see how the public could be induced to take part in decisions affecting the quality of its environment. A partial reply already seems to have been provided by the new audio-visual media, community television and video, which, as demonstrated by a comparison of European experience, make it possible to associate the public actively with the improvement of its environment.

In July 1975 an international exhibition was opened in Antwerp, devoted to man in the family and the community, as his life is reflected in art and popular traditions. Two main themes were selected, "Love and marriage" and "The mask in the European tradition", to illustrate the exhibition, held under the auspices of the Council of Europe. Breaking with the tradition of a single exhibition in one place, the Belgian authorities arranged for a series of events, throughout the summer, in a number of Belgian towns including Antwerp, Liège, Bokrijk and Binche. Twenty-four European countries took part, and despite the ethnological diversity, the exhibition showed that popular traditions are without frontiers, and that in their family and community lives Europeans are very close to each other.

This new-style exhibition, staged "by" and "for" the public, was the first of its kind; it follows the various international exhibitions that have been held over the last twenty years by the Council of Europe, devoted to different periods in European art. It should lead broader sections of the population to take an active part in decentralised "exhibition-events", chiefly devoted to one major social theme. The exhibition came to a formal close in October 1975, in Liège.

A European Conference of Ministers responsible for Cultural Affairs will meet in Oslo in June 1976, at the invitation of the Norwegian Government, to define the guidelines for cultural co-operation over the next few years. Centred on the general theme "The challenge to cultural policy in our changing society", the conference will be particularly concerned with two subjects, "Cultural policy, an instrument for improving the quality of life in town and country communities" and "Helping and encouraging artistic creation". The preparatory work carried out in 1975 was on an extensive scale.

The recent return of Greece to the Council of Europe permitted the revival in 1975 of a proposal, first put forward in 1957, for the

establishment of a European Cultural Centre near Delphi. The Centre might also become a university centre and a place where courses take place and research is carried out in the field of national or European cultural policies.

There is a further field, lastly, which is often – albeit wrongly – regarded as being on the cultural fringes, namely sport, and here a Conference of European Ministers met in Brussels in March 1975, at the invitation of the Belgian Government, and adopted a European Sport for All Charter. This defined the basic principles of sport for all and also laid the foundations for closer co-operation between the CCC member states in the sphere of sport, proclaiming the importance of sport in present-day European society, and the protection and support that it needs.

VI. Youth

The culminating point of the CCC's first youth programme was reached with the creation of the European Youth Centre and the European Youth Foundation. In May 1975 the Committee of Ministers agreed that the Centre should be extended and gave authority for the number of its session days to be increased from 200 to 260.

Continuing its action in favour of youth, the CCC had a particular study prepared in 1975 on the collective participation of the young in society. The CCC considered that part of its particular responsibility lay in "developing co-operation on youth questions between governmental agencies" with a view to promoting as a national policy goal the adoption of the most suitable way "to associate young people in decision making in present-day society".

This study is the starting-point of a new programme which complements the activities of the Centre and Foundation. Based on surveys carried out in the member countries, it will be concluded in 1978. The result envisaged is a manifesto containing guidelines and measures to promote participation by young people.

The Council for Cultural Co-operation also organised in 1975 with the European Youth Centre a colloquy on "Young people and employment in Europe".

It was found that the alarming degree of unemployment among young people is only in part a symptom and result of the present economic recession, and that the essential causes are rather structural and tied up with the way that the economy and technology are evolving, in that the process whereby man's place is being taken over by machinery is gathering speed, and with supply being out of step with demand. It is highly probable that a hard core of built-in unemployment pre-dated the crisis, which has only served to underline the gravity and scale of the phenomenon.

This approach, relating economic factors, cultural factors, the employment market and the educational system, has prompted the conclusion that the organisational methods governing these areas are not intangibles, and suggests that the present wave of unemployment is not accounted for by the economic situation alone. Co-operation between decision-takers and researchers, in as sensitive an area as unemployment, has produced results which may well provide the Council of Europe and other international institutions with pointers for their social welfare programmes.

APPENDIX A

List of symposia
organised in 1975 by the Directorate
of Education and of Scientific Affairs

DECS/1

The student in distant higher education
(Tübingen, 6–11 October)

DECS/2

How and to what extent, technical and vocational education can encourage occupational mobility
(Montreux, 6–11 October)

Links between pre-school and primary education
(Versailles, 24–29 November)

Agricultural education
(Newport, 11–19 September)

DECS/3

The integration of adult education within a framework of permanent education: trends towards the self-management of education
(Lillehammer, 21–23 May)

Training for future roles of workers in the education of adults
(Sienna, 25–28 November)

DECS/4

Urban environment and the quality of life
(Brussels, 16–17 June)

Fostering of artistic creation
(Yerres, 8–10 October)

The decentralisation of cultural promotion
(Nuremberg, 7–8 April)

Animation in new towns
(Reading, 12–17 September)

APPENDIX B

Reports, publications and material for display

I. Basic texts

European Cultural Convention (1954)

European Convention on the Equivalence of Diplomas leading to Admission to Universities (1953)

European Convention on the Equivalence of Periods of University Study (1956)

European Convention on the Academic Recognition of University Qualifications (1959)

European Convention on the Protection of the Archaeological Heritage (1969) and explanatory report

European Agreement on Continued Payment of Scholarships to Students Studying Abroad (1969)

CCC and Cultural Fund – Basic texts

II. Documentation and periodicals published in 1975

General

Annual report of the CCC, 1974

Education and Culture, review of the CCC and of the European Cultural Foundation, Nos. 27, 28 and 29 (published three times a year in separate English and French editions)[1]

1. A German edition of the review is published by Europa Union Verlag, Bonn. It is obtainable directly from the publisher (Stockenstraße 1–5, Postfach 643, D-53 Bonn).

Information Bulletin of the Documentation Centre for Education in Europe, Nos. 1–4/1975 (published four times a year in separate English and French editions)

Newsletter/Faits nouveaux, information on educational developments in member countries, Nos. 1–4/1975

Higher education and research

The assessment of available places in tertiary education by Dr Hubert Braun, (Hamburg) and Dr Hartmut Rotter (West German Rectors' Conference, Bonn-Bad Godesberg)
(CCC/ESR (75) 1)

Report on the development of the social work curriculum, Sussex University
(CCC/ESR (75) 2)

Report on major degree developments in the faculty of architectural studies, University of Sheffield
(CCC/ESR (75) 3)

Meeting of experts on "Environmental studies at tertiary level" (Conclusions)
(CCC/ESR (75) 4)

Summary report – seminar on assessment in higher education, University of Lancaster
(CCC/ESR (75) 5)

Report – sixth meeting of the Working Party on Equivalence of Diplomas
(CCC/ESR (75) 14)

Report – Working Party on Curriculum Reform in Literature and Language, Swiss Commission for Reform in Higher Education
(CCC/ESR (75) 17)

Literature, integration and the humanities. The UK situation
(CCC/ESR (75) 18)

The general education in engineering project, UK
(CCC/ESR (75) 19)

Theoretical foundations of architectural studies, Swiss Commission for Reform in Higher Education
(CCC/ESR (75) 20)

Working Party on Curriculum Development in Engineering, the modulus structure of the study at the Technical University of Denmark
(CCC/ESR (75) 21)

Report on the inter-university biology teaching course, UK
(CCC/ESR (75) 22)

Report on the key project of engineering education at the University College of Lille (EUDIL)
(CCC/ESR (75) 23)

European Register of Selected Curriculum Reform Experiments – sociology workshops at the University of Keele, UK
CCC intensive project No. 6B.
(CCC/ESR (75) 24)

European Rectors Conference (CRE)
(CCC/ESR (75) 30)

Report of meeting of a working party set up to establish a list of key-projects in literature
(CCC/ESR (75) 31)

Final report of symposium on inter-university co-operation in distant studies
(CCC/ESR (75) 32)

Report – first meeting of a working party set up to discuss the possible creation of a European Association for Teacher Education
(CCC/ESR (75) 35)

Report – third meeting of the working party on the level of academic attainment in medical education
(CCC/ESR (75) 36)

Symposium on "The student in distant study systems", Tübingen 6–10 October 1975 – possibilities of optimising the organisation of studies in distant study systems in the light of the learning situation of the student
(CCC/ESR (75) 40)

Tübingen Symposium – possibilities and limitations of planning, developing and revising distant study materials to take account of the learning situation, needs, expectations, reactions etc. of the student
(CCC/ESR (75) 41)

Symposium on "The student in distant study systems", Tübingen 6–10 October 1975
(CCC/ESR (75) 42)

School performance and university achievement, University College Dublin
(CCC/ESR (75) 44)

Admission to tertiary education, "Alternative to *numerus clausus*?" – economic theoretical experts suggest a marketing study model
(CCC/ESR (75) 45)

Report – meeting of a working party to finalise the first issue of a European Register of Selected Curriculum Innovation Reports
(CCC/ESR (75) 52)

Symposium on "The student in distant study systems", Tübingen 6–10 October 1975 – experimental activities with distance education at Swedish universities and some preliminary results from the evaluation programme
(CCC/ESR (75) 64)

Meeting of experts on the working of the Council of Europe Higher Education Scholarship Scheme – analytical report on the working of the scheme
(CCC/ESR (75) 68)

Symposium on "The student in distant study systems" – the student in the field of distant studies
(CCC/ESR (75) 69)

Observer status for the International Association of University Professors and Lecturers (IAUPL)
(CCC/ESR (75) 73)

Report – 8th meeting of the Working Party on the Diversification of Tertiary Education
(CCC/ESR (75) 80)

Curriculum development in selected disciplines – architecture, report on the teaching of architecture at the School of Architecture, Nancy
(CCC/ESR (75) 84)

Access and structure (Dr Ladislav Cerych) – a keynote address at the 3rd International Conference on Higher Education at the University of Lancaster, UK
(CCC/ESR (75) 86)

Report of the 32nd meeting of the Committee for Higher Education and Research, Strasbourg 5–7 November 1975
(CCC/ESR (75) 87)

Report – meeting of experts on the working of the Council of Europe Higher Education Scholarship Scheme
(CCC/ESR (75) 92)

Report – 9th meeting of the Working Party on the Diversification of Tertiary Education
(CCC/ESR (75) 95)

Curriculum development in selected disciplines – architecture
(CCC/ESR (75) 106)

Report of the 2nd meeting of a working party set up to discuss the possible creation of a European Association for Teacher Education
(CCC/ESR (75) 107)

Report – Inaugural meeting of the Association for Dental Education in Europe
(CCC/ESR (75) 109)

Sixth supplementary report by the co-ordinator Mr P. Schleimer on technical education within the framework of the activities of the Committee for General and Technical Education (1974)
(CCC/EGT (75) 9)

Third edition of school systems – a guide – instructions for revising and bringing national chapters up to date
(CCC/EGT (75) 11 + Con.)

Report of the symposium on agricultural education, Newport, 11–19 September 1975
(CCC/EGT (75) 18)

Thirteen years of activity by the Committee for General and Technical Education in the field of technical and vocational education: a panorama of technical and vocational education in Europe (1962–75), by Mr P. Schleimer
(CCC/EGT (75) 19)

Study on the effects of unit credits on technical and vocational education, by Mr A. Elie
(CCC/EGT (75) 20)

Report of the 14th session of the Committee for General and Technical Education, Strasbourg, 20–23 October 1975
(CCC/EGT (75) 21)

Mobilitée et enseignement (French only), by M. L. Géminard
(CCC/EGT (75) 22)

Report of the symposium on how, and to what extent, technical and vocational education can encourage occupational mobility, Montreux, 6–11 October 1975
(CCC/EGT (75) 23)

Study on the compensatory role of pre-school education: children from socio-culturally and economically deprived backgrounds by Mr W. De Coster
(CCC/EGT (75) 24 + Con. F)

Study on the remedial role of pre-school education: mentally retarded children by Mrs B. Watson

(CCC/EGT (75) 28)

Report of the symposium on links between pre-school and primary education, Versailles, 24–29 November 1975
(CCC/EGT (75) 29)

Glossary of terms used in technical and vocational education
(CCC/EGT (75) 35)

Catalogue

Co-production of teaching resources
(CCC/EGT (75) 68) bil. 40 pages

Out-of-school education and cultural development

Roneotyped studies

- Video art challenges and paradoxes, by Reneé Berger
  (CCC/DC (74) 98) 22 pages
- Advanced uses of cable systems
  (CCC/DC (75) 5) 39 pages
- Appreciation of the aesthetics of the environment. The experience of urban trails, by Brian Goodey
  (CCC/DC (75) 6) 30 pages
- Experimental study of the cultural development of European towns: provisional assessment, by Dan Bernfeld
  (CCC/DC (75) 10) 32 pages
- Free-lance video production in French-speaking Switzerland, by Guy Milliard
  (CCC/DC (75) 15) 25 pages
- Socio-cultural applications of television technology in the UK, by J. Hopkins, L. Corner, L. Pinter, D. Side
  (CCC/DC (75) 24) 37 pages
- Cable: political options and socio-cultural implications in France, Great Britain, Belgium and the Netherlands, by Raymond Ravar
  (CCC/DC (75) 27) 50 pages
- Visual education and creativity, by R. Gerbex
  (CCC/DC (75) 28) 24 pages
- Video groups and consensus video, by Patrice Flichy
  (CCC/DC (75) 33) 43 pages
- The use of super-8 film in Scandinavia, by Arne Hedlund
  (CCC/DC (75) 34) 24 pages
- Knowle West and Bristol Channel TV, by Peter Lewis
  (CCC/DC (75) 35) 29 pages
- Video-animation in French-speaking Belgium, by Holde Lhoest
  (CCC/DC (75) 40) 35 pages

- Video as an instrument of community development in new towns, by Julien Giusti
(CCC/DC (75) 45) 49 pages

- Communication and community, by J. D. Halloran
(CCC/DC (75) 46) 64 pages

- Expenditure for culture in the Netherlands
(CCC/DC (75) 51) 19 pages

- The development of cable TV in the UK – Problems and possibilities, by J. D. Halloran
(CCC/DC (75) 57) 31 pages

- Video and decision-making, by John Hopkins, Brian Gunn, Bradley Martin
(CCC/DC (75) 78) 20 pages

- Adult education legislation in ten European countries
(CCC/DC (75) 12) 71 pages

- Thought on the self-management of adult education
(CCC/EES (75) 61) 24 pages

- Notes on educational technology, by Karl Georg Ahlström, Sverker Lindblad, Erik Wallin
(CCC/TE (75) 20) 36 pages

- Towards a critical appraisal of educational technology: theory and practice, by Karl-Heinz Flechsig
(CCC/TE (75) 23) 30 pages

Symposium reports

- Symposium on "Prospects of European co-operation in drawing up multi-media education systems" (Bakkerne-Copenhagen, 4–6 March)
(CCC/TE (75) 16) 30 pages

- Symposium on "The integration of adult education within a framework of permanent education: trends towards the self-management of education" (Lillehammer, 21–23 May)
(CCC/EES (75) 43 rev.) 30 pages

Educational research

- Assessment problems in pre-school education, bilingual, 243 pages

- Compensatory education. Document, bilingual, 94 pages

- *EUDISED R and D Bulletin*. Experimental issue 1975, bilingual, 64 pages
- Education R and D Information. Case studies, bilingual, 93 pages
- Educational and vocational guidance. Research trends, by F. Bacher and M. Reuchlin, 176 pages
- European co-operation in educational research, by Eve Malmquist and Hans U. Grundin, 71 pages

III. Works published by, under the auspices of, or in collaboration with the Council for Cultural Co-operation

A. "EDUCATION IN EUROPE" SERIES [1]

Section I – Higher education and research

The Teaching of Geography at University Level, by J. Tricart (1968) – 90 pages, published by G. Harrap Ltd.

Detailed critical analysis of conditions in which geography is taught at university level in the various CCC member states and the place this subject occupies in higher education and society.

The Teaching of Economics at University Level, by J. F. H. Roper (1970) – 288 pages, published by G. Harrap Ltd.

The study of environmental problems at university level, by L. Emmelin (1975), 166 pages.

Study giving a brief outline of courses which aim at giving a precise and up-to-date picture of a new interdisciplinary field.

Companion volumes

Reform and Expansion of Higher Education in Europe (1967), 264 pages.

Fourteen national reports on the situation of universities in member countries of the CCC. Common problems with different and therefore stimulating solutions.

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1. Works in this series, including companion volumes, can except where otherwise indicated, be obtained free of charge on request from the Directorate of Education and of Cultural and Scientific Affairs, Council of Europe, 67006 Strasbourg-Cedex, France. Since these publications exist in relatively small numbers, they are reserved in the first instance for those with responsibility in the education and cultural fields and graduates engaged in research.

All titles published by Harrap must be purchased either directly from the publisher (P.O. Box No. 70, 182 High Holborn, London W.C.1.) or from booksellers.

European Research Resources: Geography, by J. Tricart (1968), 49 pages.

Analysis of the conditions of geographical research as determined by the nature of the subject; its organisation; possibilities of international co-operation.

European Research Resources: Photochemistry, by Dr Martin Fischer (1970), 162 pages.

Study based on a document discussed in 1969 by a group of photochemistry experts in Strasbourg. It gives the research situation in member states for this branch of science.

Mobility of University Staff, by H. Lesguillons (1973), 152 pages.

Study outlining the conditions required for an effective mobility policy for teachers and research workers. Describes the efforts of the Council of Europe, Unesco and the European Communities to secure such a policy.

Reforms and New Trends in Medical Undergraduate Education, by U. Friberg (1973), 156 pages.

Comparative study of the present situation at university level in nine member countries of the CCC.

Higher Education – Distant study systems, by Robert Lefranc (1974), 151 pages.

Study dealing with various experiments and organisations mainly in western Europe, which provide post-secondary distance study by means of radio and television, correspondence courses and various media. Analysis of the purpose of the courses, their organisation, methods, audiences and results.

Diversification of Tertiary Education (1974), 41 pages.

Study describing diversification of tertiary education and attempting to identify its aims, resources and implications; initial theoretical section illustrated, in the second section, by means of case-studies, arising from various national schemes.

Participation of students, by M. E. Goldschmidt, 29 pages.

This study gives the result of a survey based on a questionnaire adressed to CCC member governments. It reveals that the various persons concerned are not yet fully aware of a new form of authority, and it is too early to assess the real effects of student participation whether in research or teaching.

Section II – General and technical education

The Observation and Guidance Period, by Y. Roger (1967), 140 pages.

An analysis of the main features of pupil observation and guidance in the different vertical and horizontal systems.

History Teaching and History Textbook Revision, by O. E. Schüddekopf in collaboration with E. Bruley, E. H. Dance and H. Vigander (1967), 258 pages. Out of stock. French edition still available.

Result of the work of four experts. Each chapter of this study is devoted to one particular aspect of history teaching demonstrating the gradual realisation of a sense of European unity.

Geography Teaching and the Revision of Geography Textbooks and Atlases, by E. C. Marchant (1968), 140 pages.

Results of the four conferences on removal of bias in school textbooks and their improvement. Contains chapters on Europe and its regions; type of maps needed for the most effective study of this continent; source material and toponymy; a summary of supplementary publications.

Examinations – Educational Aspects, by A. Agazzi (1968), 150 pages.

The problem of examinations may be considered as a common denominator of contemporary agitation in the universities and this work deals with examinations from the point of view of comparative teaching and future prospects.

The Place of History in Secondary Teaching, by E. H. Dance (1968), 126 pages, published by G. Harrap Ltd.

A comparative study based on reports presented by twenty countries at a course held at Elsinore.

School Systems – A Guide (2nd revised edition, 1970), 300 pages, from Council of Europe Sales Agents listed at the end of the volume.

A survey covering general, technical and vocational education and teacher training, with figures and diagrams up to date to 1970.

The Countries of Europe as seen by their Geographers, compiled by E. C. Marchant (1970), 197 pages, published by G. Harrap Ltd.

A collection of individual essays contributed by a geographer from each country described, prefaced by a general chapter on Europe and its regions.

The Teaching of Geography at School Level, by E. C. Marchant (1971), 195 pages, published by G. Harrap Ltd.

Essays on trends in geography teaching in each country, together with an analysis of the replies of governments to a questionnaire on such teaching at both primary and secondary level.

The Education of Young People in Europe, by A. Petersen (1973), 132 pages.

Description of and comments on new policies for the education of young people and trends in the education systems of European countries.

Education for Business and Administration, by B. Rust (1973), 152 pages.

Deals with particular features of business education, the history of its development and its place in the curriculum, in the context of the current demand for commercial education to play an increasingly important role.

Religion in history textbooks (1974), 199 pages.

Do school history books give religion the place it deserves? Consideration of this question and of proposals for a scientific teaching method giving religion due weight, in terms of quantity and quality, formed the subject of symposium held at Louvain University under the auspices of the Council of Europe and the Holy See; the completed studies are collected together in this work.

New Mathematics, by E. Roller.

Case studies on the introduction of new mathematics into the primary school.

Companion volumes

Towards a European Civic Education during the First Phase of Secondary Education, by Yves Roger (1969), 44 pages.

The work contains a number of useful pointers for teachers engaged in civic education at the lower secondary level. It completes a series of three studies in this field sponsored by the CCC.

European Curriculum Studies:

- *No. 1 Mathematics*, by V. D. Halls and D. Humphreys (1968), 100 pages.
- *No. 2 Latin*, by E. P. Story (1969), 49 pages.
- *No. 3 Biology*, by A. Saunders (1972), 145 pages.
- *No. 4 Chemistry*, by J. J. Thompson, 124 pages.
- *No. 5 The Mother Tongue*, by Julia Marshall (1972), 71 pages.
- *No. 6 Physics*, by W. D. Halls, P. Figueroa, R. J. Griggs (1972), 106 pages.
- *No. 7 Economics*, by W. Bonney Rust (1972), 107 pages.
- *No. 8 History*, by E. E. Y. Hales (1972), 50 pages.
- *No. 9 Social and Civic Education*, by W. Bonney Rust (1973), 152 pages.

Full accounts of teaching of these curricula in the upper classes of academic secondary schools.

Catalogue of audio-visual documents for the training of teachers (1970), 196 pages. Out of stock. French edition still available.

This catalogue gives detailed information about film strips, slides, film and audio aids dealing with the following subjects: the history of education, the organisation of education, educational methods, child and educational psychology, teaching techniques, information on education and careers, special schools.

Report on films for the teaching of mathematics in Europe, by P. Burgraeve (1970), 120 pages.

An inventory of films on mathematics at present available which have been produced in Belgium, France, Ireland, Switzerland, the United Kingdom and Yugoslavia. It presents a wide cross-section, complete with commentaries, and deals with the direction of future research in the field of films for teaching purposes.

Technical and Vocational Education: Six Area Studies, by D. Porter (1970), 147 pages.

Comparative study of areas in six countries with particular reference to significant developments in curriculum syllabus and teaching methods.

How to Visit a Museum, by Pierre Rebetez (1970), 186 pages.

Shows how museums and schools by uniting their efforts for teaching purposes can promote the development of the pupils' creative faculties.

The Educational Aspects of School Building (1971, English only), 67 pages.

Sets out results of two international conferences, held in Austria and the Netherlands, attended by educators, administrators and architects.

The Educational Needs of the 16-19 Age Group, by H. Janne and L. Géminard (1973), 72 pages.

Studies, from the sociological and educational points of view, of the position of this age group, based on national reports provided by the Ministries of Education of the member states of the CCC.

Modern Languages in School, by H. Neumeister (1973), 74 pages.

Copiously illustrated study, of curricula, methods and trends in the teaching of modern language in Europe.

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Training of teachers in the use of audio-visual media, by Robert Lefranc (1974), 103 pages.

The author describes different types of training, taken from different countries, which he finds both significant and transferable, and concludes by hoping that every country will continue to develop its programmes for training and retraining teachers in modern techniques, and also that national measures will be harmonised, supplemented and enriched at the international level.

Training of teachers of migrant workers' children, by Louis Warzee (1974).

A study which compares information provided by countries of emigration and immigration, and which seeks to outline a suitable teacher training programme.

Section III – Out-of-school education and cultural development

The Literature of Science Popularisation – A study of the present situation in member states of the Council for Cultural Co-operation, by Jean Pradal (1969), 105 pages.

After defining popularisation, the author comments on the various media resorted to: auditive, visual, audio-visual and literary, concentrating particularly on the latter.

Today and Tomorrow in European Adult Education, by J. A. Simpson (1972), 219 pages.

A study of the present situation and likely future developments.

Cultural Diplomacy in Europe, by Anthony Haigh (1974), 246 pages.

The inside story of an aspect of international relations: cultural diplomacy, including studies of national attitudes and collective experience, and valuable research into the history of the post-war period. A work strongly recommended to students of international affairs.

Companion volumes

Directory of Youth Organisations, by J. Jousselin (1968), 340 pages.

This volume with more than 1600 youth organisations, both national and international, is intended for all those people, institutions and authorities involved or interested in youth activities.

The Organisation of Youth in Europe, by J. Jousselin (1968), 125 pages.

A comparative study in two parts, the first dealing with youth organisations (origins and objectives, evolution, diversity etc.) and the second with the organisation of youth (youth policy etc.)

The Responsibilities of Women in Social Life, by A. Zucconi (1968), 27 pages.

Pilot study, based on the documentations and recommendations given by nine countries. Active share of women in political life and professional activities; the role of women in the society and the family; associations for women etc.

Sport for All – Exercise and Health, by P. O. Astrand (1969), 34 pages.

First of a series of publications on this subject, it describes how physical training can provide a means of combating the ageing process and indicates how sport should be practised.

The Status and Training of Youth Leaders, by G. Vessigault (1969), 352 pages.

The publication summarises and supplements the results of the courses, takes stock of the situation in member countries and outlines themes of research with a view to finding solutions to common problems.

Public Supervision of Correspondence Courses – The Harmonisation of Legislation, by Isaac J. Sloos (1969), 56 pages.

In the acquisition of knowledge which is essential to anyone who is not content to stagnate, teaching by correspondence plays an increasingly important role. Its development will call for the application of general regulations for the prevention of abuses.

Educational Leave – A key factor of permanent education and social advancement, by R. Crummenerl and G. Dermine (1969), 128 pages.

This study is the production of a research team. It presents a general survey of the legal provisions and the collective conventions or other agreements governing leave granted for educational purposes in sixteen countries participating in the activities of the CCC.

The Place of Education by Correspondence in Permanent Education, by E. G. Wedell (1970), 98 pages.

This study takes stock of the situation in member states. The author points out the countries which make use of correspondence courses and deals with the institutions providing them, as well as with the methods and the supervision and assessment of results.

Sport for All – Five Countries Report (1970), 140 pages.

The second of a series of publications on Sport for All. The aim of this volume is to present an outline of the experience of five European countries (Federal Republic of Germany, Netherlands, Norway, Sweden, United Kingdom).

Sport for All – Physical activity and the prevention of disease, by Dr Ph. Réville (1970), 43 pages.

Studies, and presents facts and figures on, the beneficial impact of physical activity (especially non-competitive sport) on health.

Sport for All – Low-cost Swimming Pools (1970), 84 pages.

Sets out general principles, and includes three specific studies by Dutch, Austrian and Swedish architects on a type of construction which will enable greatly increased numbers to benefit from swimming facilities.

Facilities for Cultural Democracy (1971), 41 pages.

Presents the results of the 1970 Rotterdam Symposium on socio-cultural equipment of towns, in which architects, town planners, administrators, sociologists and educators participated.

Sport for All – Low-cost Sports Halls (1972), 66 pages.

A study of the essential infrastructure enabling increasingly wide sections of the population to engage in physical exercise.

Youth and Social Change, by H. Kreutz (1973), 114 pages.

A sociological examination of the behaviour of youth in relation to social change, and a comparative study of other research work on this subject.

Permanent Education: The basis and essentials (1973), 68 pages.

Evidence selected from fifteen studies is used to demonstrate how and why traditional education is likely to be superseded by permanent education.

Systems Development in Adult Language Learning (1973), 156 pages.

Progress report on research towards the development of a unit/credit system for modern language learning by adults.

Children's recreation activities – Facilities and animation, by Gustav Mugglin (1974).

Providing facilities for the games and recreation activities of children of school age and below is an issue of increasing importance. This study enquires into

present day needs and the best means of meeting them for different age groups, with different but overlapping needs.

Permanent education – A framework for recurrent education, 30 pages.

Synthesis of publications of the Council of Europe on permanent education since 1967.

The threshold level, by J. A. van Ek.

A new method of modern language learning based primarily on a vocabulary limited to the specific interests of each individual; the threshold level was designed for the English language, but it can be adapted to all the languages spoken in the member states. A French version is at present being prepared.

Typology of those responsible for adult education, by J. F. Scheffknecht.

Typology, functions and status of those concerned with adult education, are described here. Some guidelines for future development are proposed.

Section IV – Studies of general interest

Permanent Education (1970), 512 pages.

A compendium of studies commissioned by the CCC as its contribution to United Nations International Education Year.

Companion volumes

Films for the Teaching of European Geography, by Th. Hornberger (1968), 52 pages.

A preliminary collation of audio-visual material available in Europe for the teaching of European geography. Contains the results of Mr Hornberger's enquiry and the lists of films produced by the various member countries of the Council for Cultural Co-operation.

Second Seminar on Direct Teaching by TV – Scheveningen 1968 (1969), 47 pages.

This seminar, which considered applications to adult education only, concentrated on the assessment of needs and the evaluation of results.

The Reception of and Response to Modern Language Teaching Programmes by Television Intended for the General Public, by Wolfgang Halm (1970), 120 pages.

Analyses the results of a survey carried out in member countries. A follow-up to *Modern Language Teaching by Television*.

Cultural Co-operation: an Experiment (1972), 58 pages.

An explanatory summary of the achievements of the CCC in the cultural sphere.

B. PUBLICATIONS OF THE DOCUMENTATION CENTRE FOR EDUCATION IN EUROPE[1]

EUDISED Project

EUDISED 1969:

Volume I. Report of the Working Party on the Application of Computer Techniques to Educational Documentation and Information (51 pages).

Volume II. National Reports (124 pages).

Volume III. Technical Studies (129 pages) (in English).

EUDISED 1971:

Volume I. Report of the Steering Group 1971 (40 pages).

Volume II. Technical Studies (203 pages) (in English).

EUDISED 1973:

Standards, format, character representation, 1973 (126 pages).

Coward, R. E.: Report of the Working Party on EUDISED formats and standards

Linford, J. E.: Draft EUDISED format

Bernhard, R.: Character sets and character representation for the EUDISED network.

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1. The publications of the Documentation Centre are distributed free of charge and can be obtained from the Centre, at the Council of Europe, 67006 Strasbourg CEDEX.

Multilingual EUDISED Thesaurus 1973, English, French and German versions published by Mouton Publishers, Paris and The Hague (416 pages)

On sale in bookshops, price £ 4.50, FF 48.–, DM 29.– (Spanish version in preparation).

Technical Studies, 1973-74 (203 pages).

Shilfrin, M.: Preliminary Study for the Design of a Coding System to Identify the Physical Forms of both Book and Non-book Educational Materials

Gorman, M.: Eudised Format Limited Coding

Gorman, M.: Eudised Film Format

Gilbert, L. A.: A European Information System for Nonbook Materials Suitable for Educational Use (in English only).

Educational research

European Surveys: 1970 – 4 vols. and index volume.

Educational Research Policy in European Countries – 1973 Survey (169 pages).

Second Colloquium of Directors of Educational Research Organisations, Paris, November 1973: Working papers (100 pages).

Report on the Training and Career Structures of Educational Researchers (94 pages).

C. WORKS PUBLISHED IN NON-OFFICIAL LANGUAGES[1]

Actividades extraescolares y educación civica (P. R. Fozzard).

La idea de Europa en la enseñanza media (Reneé Jotterand).

Publ. Doncel, Eugenio Salazar, 2º D, Madrid-2.

1. These works are obtainable directly from the publisher.

Europa im Unterricht (René Jotterand).

Publ. Europa Union Verlag GmbH, Köln.

Lehrerbildung (J. Majault).

Schul- und Berufsberatung – Tatsachen und Probleme (M. Reuchlin).

Publ. Verlag Julius Beltz, Weinheim und Berlin.

Europese Vorming in de hoogste klassen van de scholen voor voortgezet onderwijs (René Jotterand).

Para-scolaire Aktiviteiten en Staatsburgerlijke Vorming (P. R. Fozzard).

Europese burgerschapsvorming in de eerste jaren van het voortgezet onderwijs (Y. Roger).

Publ. Centrum voor Europese Vorming in het Nederlandse Onderwijs;

Sekretariaat: Oudegracht 90, Alkmaar.

Rapporto sulla scuola secondaria superiore (H. Janne and L. Géminard).

Publ. Editore Armando Armando; Via della Gensola, 60-61 – Rome.

Italian version of the study *The educational needs of the 16–19 age group.*

D. OTHER PUBLICATIONS[1]

Paedagogica Europea – Review of European Education, Volume VII (*Diversifying Post-Secondary Education in Europe*), 148 pages (1972). Articles in English, French or German. Published by L. C. G. Malmberg, N. V. Uitgiver, S-Hertogenbosch, George Westermann Verlag, Brunswick.

Schools in Europe, by Professor Dr Walter Schultze – published on behalf of the German Institute for International Educational Research in co-operation with the Council for Co-operation of the Council of Europe.

Volume I: Iceland, Norway, Sweden, Finland, Denmark, Federal Republic of Germany, Austria, Switzerland.

1. These works are obtainable directly from the publishers.

Volume II: Great Britain, Ireland, Netherlands, Belgium, France, Luxemburg.

Volume III: Portugal, Spain, Italy, Greece, Cyprus, Turkey, "Ecoles Européennes".

English, French and German editions: Verlag Julius Beltz, D 694 Weinheim/Berlin, Postfach 167.

Multilingual Vocabulary of Film Terms – Numerical and alphabetical list of about 900 terms in English, French, German, Dutch, Italian, Spanish and Danish, published under the auspices of the Council of Europe by the Netherlands Information Service (43 Noordeinde, The Hague) (1962).

Multilingual Vocabulary of Educational Radio and Television Terms – Numerical and alphabetical lists containing about 800 terms in English, French, German, Italian, Dutch, Spanish and Swedish. Published (1971) under the auspices of the Council of Europe by the *Internationales Zentralinstitut für das Jugend- und Bildungsfernsehen*, Bayerischer Rundfunk, 8 München 2, Rundfunkpiatz 1, Federal Republic of Germany.

L'après télévision, by R. Wangermée and H. L. Lhoest – One of series "Les grands rapports" published by Hachette (French only).

Analyse et prévision – Special edition devoted to conclusions of the colloquy on "Prospects of cultural development in Europe" published by SEDEIS (Paris) (French only).

Cahiers JEB 1973 – Les loisirs des enfants: eéquipement et animation, by G. Mugglin – Study in series published by the Belgian Ministry of Education and Culture. Also in a German edition *Freizeitstätten für Kinder und Familien*, published by Pro Juventute, Zurich.

THESES WRITTEN BY FELLOWSHIP-HOLDERS AND PUBLISHED BY A. W. SIJTHOFF (LEYDEN, NETHERLANDS) IN THE "EUROPEAN ASPECTS" SERIES

Culture

G. Pirrone, *Une tradition européenne dans l'habitation* (1963)

P. Brinson, *Background to European Ballet* (1966)

J. Quinn, *The Film and Television as an Aspect of European Culture* (1968)

Economics

M. Fisher, *Wage Determination in an Integrating Europe* (1966)

Political questions

P.H.J.M. Houben, *Les Conseils des Ministres des Communautés européennes* (1964)

U. Kitzinger, *Britain, Europe and Beyond* (1964)

Social questions

Z. Suda, *La division internationale socialiste du travail* (1967)

Law

C. Economides, *Le pouvoir de décision des organisations internationales européennes* (1964)

N. Antonopoulos, *La jurisprudence des organes de la Convention européenne des Droits de l'Homme* (1967)

H. Wiebringhaus, *Gerichtshof für Europa?* (1967)

Among other publications in the "European Aspects" series

A. H. Robertson, *The Council of Europe* (1962).

TRANSLATIONS OF LITERARY WORKS FROM LESSER-KNOWN EUROPEAN LANGUAGES

a. INTO ENGLISH

The Garden Where the Brass Band Played, by S. Vestdijk (Heinemann, London, London House, New York, and Sijthoff, Leyden, 1965) (From Dutch).

Poems, by Rosalie de Castro (Ministry of Foreign Affairs, Madrid, 1964 (From Galician).

Character, by F. Bordewyk (Peter Owen, London, 1966) (From Dutch).

I Come from a Raging Sea, by Evert Taube (Peter Owen, London, 1960) (From Swedish).

Only a Game, by Cla Biert (Peter Owen, London, 1968) (From Ladin).

Icelandic Poetry (An anthology of –), by Eirikur Benediki (Ministry of Education, Reykjavik, 1968) (From Icelandic).

The Lost Musicians, by William Heinesen (Twayne Publisher, Inc., New York, and the American - Scandinavian Foundation, 1971) (From Danish).

b. INTO FRENCH

Poésies autrichiennes, 1900-1965 (Bergland Verlag, Vienna, 1966).

Nouvelles, by A. Papadiamantis (From Greek).

Contes du Frioul, by Caterina Percoto (From Friuli).

Poèmes, by Juan Maragall (Ministry of Foreign Affairs, Madrid, 1968) (From Catalan).

Suite poétique maltaise, by Laurent Ropa (Ministry of Education, Valetta, 1970) (From Maltese).

Resquilleur – Nouvelles choisies, by M. S. Esendal (Ministry of Education Press, Istanbul, 1971) (From Turkish).

IN THE EUROPEAN FOLKLORE SERIES

European Folk Tales (Rosenkilde and Bagger, Copenhagen, 1963).

European Folk Ballads (Rosenkilde and Bagger, Copenhagen, 1967).

Théâtre populaire européen (Maisonneuve et Larose, Paris, 1967) (French only).

European Anecdotes and Jests (Rosenkilde and Bagger, Copenhagen, 1972).

IV. Publications and material for display based on the European Art Exhibitions

Catalogues

- First Exhibition: "Humanist Europe" (in French and in Dutch).
- Second Exhibition: "The Triumph of Mannerism from Michelangelo to El Greco" (in French and Dutch).
- Third Exhibition: "The XVIIth century in Europe: Realism, Classicism and Baroque" (in Italian).
- Fifth Exhibition: "The Romantic Movement" (in English).
- Sixth Exhibition: "The Sources of the XXth Century: the arts in Europe from 1884 to 1914" (in French and in English).
- Seventh Exhibition: "Romanesque Art" (in French and in Spanish).
- Eighth Exhibition: "European Art around 1400" (in French and in German).
- Ninth Exhibition: "Byzantine Art as a European Art" (in French and in English).
- Tenth Exhibition: "Charlemagne – His life and work" (in French and in German).
- Eleventh Exhibition: "Queen Christina of Sweden and her Epoch" (in English and in Swedish).
- Twelfth Exhibition: "Gothic Art in Europe" (in French).
- Thirteenth Exhibition: "The Order of St John in Malta" (in English).
- Fourteenth Exhibition: "The Age of Neo-Classicism" (in English).

Sets of notes and colour slides

Publications filmées *d'art et d'histoire*, 13, rue Carvès, 92130 Montrouge, have produced a series of slides in the standard series in Council of Europe colours on the following European art exhibitions:

- First Exhibition: "Humanist Europe".
- Second Exhibition: "The Triumph of Mannerism".

- Third Exhibition: "The XVIIth century in Europe: Realism, Classicism and Baroque".
- Fourth Exhibition: "The Age of Rococo".
- Fifth Exhibition: "The Romantic Movement".
- Sixth Exhibition: "The Sources of the XXth Century: the arts in Europe from 1884 to 1914" (three volumes).
- Seventh Exhibition: "Romanesque Art".
- Eighth Exhibition: "European Art around 1400".
- Ninth Exhibition: "Byzantine Art as a European Art".
- Tenth Exhibition: "Charlemagne – His life and work".
- Eleventh Exhibition: "Queen Christina of Sweden and her Epoch".
- Twelfth Exhibition: "Gothic Art in Europe".
- Thirteenth Exhibition: "The Order of St John in Malta".
- Fourteenth Exhibition: "The Age of Neo-Classicism".

Each consists of a booklet containing an introduction and notes on each painter and each work of art. These monographs have been written by the most eminent specialists on the period.

APPENDIX C

Programme financed by the Cultural Fund in 1975

Estimated receipts

to finance the 1975 programme

(Head I to III of estimated expenditure)

	FF
1. Contribution of member states of the Council of Europe (guarantee)	
2. Contributions from non-member states having acceded to the European Cultural Convention	
a. Spain	172260
b. Holy See	4400
c. Finland	43230
3. Other contributions	
a. Voluntary contributions from governments	389000
b. Contributions from other sources	p.m.
4. Other receipts	
a. Royalties	5000
b. Sale of publications	20000
c. Bank interest	60000
d. Miscellaneous	5000
5. Liquid assets	
Total	

Estimated expenditure

1975 PROGRAMME

FF

Head I – Education

Section I.0 – General sector . . . . . .

Section I.2 – General and technical education . . . . . .

Section I.3 – Higher education . . . . . .

Section I.4 – Adult education . . . . . .

Head II – Cultural development . . . . . .

Head III – General services . . . . . .

Total . . .

HEAD I

Education

Section I.0 – General sector

I.0.1.	Permanent education (Intensive project No. 1)	. . . . .
I.0.2	Multi-media systems	. . . . .
I.0.3	Educational documentation and information EUDISED-project (Intensive project No. 2)	. . . . .
I.0.4	Educational research and development	. . . . .
I.0.5	Modern languages	. . . . .
I.0.6	Standing Conference of European Ministers of Education	. . . . .

Total of programme estimates for Section I.0 . . . . . .

Less technical reductions . . . . . .

Total of allocations granted . . . . . .

Section I.2 – General and technical education

I.21 *Structure and organisation of fundamental education* .

I.21.1 Pre-school education
(Intensive project No. 3)

I.21.21 Education for the 16–19 age group – organisation and structure

I.21.3 Education for participation

I.21.4 Technical and vocational education
(Intensive project No. 4)

I.21.5 School Systems – A Guide

I.22 *The teacher* . . . . . .

I.22.1 Training of teachers (general)

I.22.2 Specialised and supplementary training of teachers

I.22.3 Continued training of teachers

I.23 *Curricula* . . . . . .

I.23.1 Interdisciplinary studies

I.23.2 Bringing up to date of the curriculum

I.23.3 Extension and improvement of modern language teaching in fundamental education

I.23.4 Theory and practice of curriculum in upper secondary education

I.23.5 European studies

I.24 *Media and methods* . . . . . .

I.24.1 Co-production of teaching and learning resources

I.24.2 The role of the new media in innovation at school level and of the methods to be applied

I.24.3 Independent work by pupils

Total of programme estimates for Section I.2 . . . . . .

Less technical reductions . . . . . .

Total of allocations requested . . . . . .

Section I.3 – Higher education

I.31 *Structure and organisation of tertiary education* . . .

I.31.11 Diversification of tertiary education; national reform concepts and planning methods

(I.31.22 Participation in the management/operation of individual institutions)

I.31.31 Staff structures and status

I.31.32 Mobility of staff and students

I.31.33 Equivalence of qualifications
(Intensive project No. 5)

I.31.331 Information

I.31.332 Protection of degrees

I.31.333 Level of attainment to be achieved at university courses

I.31.334 Promotion of bilateral and multilateral arrangements

I.31.4 Admission to higher education

I.32 *Initial and in-service education of teachers* . . . . .

I.33 *Curriculum reform and development* . . . . . .

I.33.1 Curriculum reform in general
Ordinary programme
Intensive project No. 6A

I.33.2 Curriculum reform in individual disciplines
Ordinary programme
Intensive project No.6B

I.33.3 Development of environmental study courses

I.34 *Methods and media* . . . . . .

I.34.1 New methods of teaching, learning and assessment

I.34.2 New media: educational technology

I.37 *European co-operation and co-ordination in matters of research carried out in the tertiary sector of education*

I.37.1 Co-operation and co-ordination

I.37.12 Planning and support of university research

I.37.13 Support for the creation of non-governmental associations of research workers

I.37.14 Grants to research seminars

I.37.15 Co-operation at European level between research libraries

I.37.2 Encouragement of research in newly emerging fields and the integration of certain new concepts

I.37.22 Promotion of research into higher education

Total of programme estimates for Section I.3 . . . . . .

Less technical reductions . . . . . .

Total of allocations granted . . . . . .

Section I.4 – Adult education

I.41 *Organisation, contents and methods of adult education* (Intensive project No.7A) . . . . . .

I.42 *Initial and refresher training of adult educators* . . .
(Intensive project No.7B)

I.43 *Miscellaneous activities* . . . . . .

I.431 Adult education in preparation for retirement (new)

I.432 Comparative statistics of adult education (cont'd)

I.433 Legislation in the field of adult education (cont'd)

I.434 Parent education (new)

Total of programme estimates for Section I.4 . . . . . .

Less technical reductions . . . . . .

Total of allocations granted . . . . . .

HEAD II

Cultural development, youth, sport for all

II.1 *Management of cultural affairs* . . . . . .

II.10 Project Director

II.11 Analytical instruments

II.111 Cultural statistics

II.112 Cultural expenditure

II.12 Case studies

II.121 Experimental study of cultural development in European towns

II.13 Research and documentation

II.131 Research

II.132 Documentation

II.2 *Cultural promotion* . . . . . .

II.21 Animation

II.210	Project Director
II.211	Innovation
II.212	Decentralisation
II.213	Training of animateurs
II.22	Communication
II.221	Cable television
II.23	Creativity
II.230	Project Director
II.231	Introduction to audio-visual languages
II.232	Stimulation to creativity by the mass media
II.233	Appreciation of the aesthetics of the environment
II.3	*European expressions of culture* . . . . .
II.31	Exhibitions and other manifestations of European culture
II.32	Encouraging artistic creation (Intensive project No. 9)
II.4	*Youth* . . . . .
II.5	*Sport for all* . . . . .
II.50	Instruments of co-operation
II.51	General policy questions: role and rights of sport in society
II.52	Operational problems: development of sport
II.53	Research
Total of programme estimates for Head II	
Less technical reductions	
Total of allocations granted	

HEAD III

Common services

III.1 *Information and publications* . . . . . .

III.2 *General co-operation with NGOs* (in general) . . . .

III.8 *Experts, consultants, additional operational staff and official journeys of the secretariat* . . . . . .

III.81 Ad hoc consultations of experts . . . . . .

III.82 Liaison missions of experts . . . . . .

III.83 Consultants and additional operational staff . . . . .

III.84 Official journeys of the Secretariat . . . . . .

III.9 *Sundry and unforeseen expenditure* . . . . . .

Total of programme estimates for Head III . . . . . .

Less technical reductions . . . . . .

Total of allocations granted . . . . . .

APPENDIX D

Balance sheet at 31 December 1975

ASSETS

FF

I. *Liquid assets*

— Banks . . . . . .

— Less outstanding payments . . . . . .

II. *Assets in process of collection*

— Investing interest and other income due to be collected . . . . . .

III. *Sundry debtors*

— Member states of Cultural Fund (Budgetary guarantee 1973–74) . . . . . .

— Other debtors . . . . . .

IV. *Final balance*

— Commitments to be met from 1976 receipts . . . . . .

LIABILITIES

FF

I. *Sundry creditors*

— Sums due to sundry creditors awaiting settlement . . .

II. *Special accounts for operational activities*

— Special project "Mobility" . . . . . .

III. *Provisions to be constituted at the close of the financiel year*

— Provisions for liabilities still to be coded . . . . . .

Signature of the Financial Controller
Edmond LUCAS

Strasbourg, 8 March 1976
On behalf of the Secretary General,
Director General of
Administration and Finance
A. DAUSSIN

52

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